DOCUMENT RESUME

ED 297 310 CS 009 265

AUTHOR Flippo, Rona F.
TITLE The Roles, Responsibilities, and Preparation of Developmental Reading-Study Skills Professionals: From the Editor.
PUB DATE 87
NOTE 4p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the College Reading Association.
PUB TYPE Viewpoints (120) -- Journal Articles (080)
JOURNAL CIT Forum for Reading; v19 n1 p4-5 Fall-Win 1987

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Higher Education; Reading Instruction; *Reading Skills; Reading Teachers; Remedial Reading; *Study Skills
IDENTIFIERS *International Reading Association; Professional Concerns

ABSTRACT

This editorial extrapolates and highlights the role, responsibility, academic course preparation, and competency areas as cited by the International Reading Association (IRA) publication, "Guidelines for the Specialized Preparation of Reading Professionals," for the college developmental reading and study skills professional. The purpose of the editorial is to call attention to the role with which most of the "Forum for Reading" readership is concerned: both from a training perspective, and from a praxiological and reflective perspective. The editorial also discusses responsibility, preparation, and competencies. (MS)

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The Roles, Responsibilities, and Preparation of Developmental Reading-Study Skills Professionals: From the Editor

Dr. Rona F. Flippo

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From the Editor

The roles, responsibilities, and preparation of developmental reading-study skills professionals.

The International Reading Association (IRA) has published the booklet **Guidelines for the Specialized Preparation of Reading Professionals** (April 1986) developed by the Professional standards and Ethics Committee of IRA. This publication outlines the roles and responsibilities, academic preparation, and competencies necessary for classroom teachers, various reading specialists, and other professionals involved with providing and/or administering reading instruction programs. One of the roles addressed was that of the developmental reading study skills specialist. In this editorial I will extrapolate and highlight the role, responsibility, academic course preparation, and competency areas as cited by the IRA publication for the college developmental reading and study skills professional. My purpose is to call attention to the role with which most of our readership is concerned: both from a training perspective, and from a praxiological and reflective perspective.

Role: Teaches developmental and/or corrective reading, writing, and thinking skills at the community college, college or university/professional school levels. (Sometimes is also responsible for teaching developmental reading in special corporate, vocational, penal, and social agencies through arrangements with college or school program.)

Responsibility: Responsible for teaching higher order developmental and study skills as well as providing diagnostic corrective and/or remedial services.

Preparation: Requires a minimum of 18-24 graduate semester hours in reading education courses from the following areas:

- Language Arts
- Content Area Reading, Study, and Thinking Skills
- Evaluation in Reading and Related Abilities
- Psychology of Reading
- Sociology of Reading
- Assessment of Reading Difficulties
- Correction of Reading and Related Deficiences
- Clinical Practicum Internship
- Seminar in Reading Research
- College and Adult Reading Programs
- Reading and the Learning Disabled Student
- Teaching English as a Second Language

Competencies: Requires an in-depth, intermediate, or basic understanding of 82 listed competencies (see pp. 9-18 of the IRA publication for the specific competencies) which are cited and organized under the following broad areas:

I. Linguistic and Cognitive Bases for Reading
   A. Linguistics
   B. Psychology of Language and Cognition
   C. Language and Cognitive Development
II. Comprehension
   A. Literal/interpretive comprehension
   B. Critical/evaluative comprehension
   C. Reference and study skills
III. Word Identification and Vocabulary
   A. Word recognition
   B. Word meanings
IV. Appreciation and Enjoyment
   A. Teaching the author's craft
   B. Developing lifelong reading habits
V. Diagnostic Teaching
   A. Assessing student needs
   B. Organizing classrooms for effective instruction
   C. Using effective teaching and learning approaches
   D. Instructing students with special reading needs
VI. Continuing Program Maintenance Planning and Improvement
   A. Interaction with other professionals, family, and the community
   B. Curriculum development
   C. Staff development
   D. Conducting research

Sincere thanks and appreciation are expressed to the Professional Standards and Ethics Committee members for so clearly and concisely defining the work and necessary training of the teachers of college reading. It behooves us to note to what extent we are training professionals for this very specialized role; and, to what extent those of us who are teaching college reading are directing our instructional attention to the competency areas delineated.

— Rona F. Flippo